

THE VIRGINIA TEACHER

October, 1931



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News of the College

The Reading Table

PUBLISHED AT THE
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THE VIRGINIA TEACHER

VOLUME XII

OCTOBER, 1931

NUMBER 7

RIGHT READING FOR CHILDREN

LET us always remember that our children are much more sensitive spiritual and physical organisms than we grown-ups. Materialism has not over-coated the beautiful mystery of their immortal inheritance. This inheritance I cannot define, but we know it is a part of the young child's Being.

An impression received into the mind through the organs of sight or sound is indelible. During the first seven years of a child's life he is learning and living more things in actual number than he learns through all the rest of his life. The right or the wrong reading leaves its indelible impress upon the child, especially during the early years of his life—let us say from four to ten.

I believe that parents should read more to their children during early life, and especially should this reading be at bedtime, when the *subjective* in the child is most naturally impressed; but let us beware what impressions we leave at this time of soul-building. The most insidious and destructive books imposed upon childhood are those that go by way of the parent or teacher whose judgments are confused by *intellectual* literary reviews, or the sentimental thrill over books called "artistic."

The safe rule to go by is a rule of thumb: "*Know* the right books; then go ahead," to which may be added, "*And if we don't know, let us learn to know.*"

What a Book Should Be

The right book is, primarily, a source of happiness and inspiration, be it sad or amusing, fanciful or simply homespun, serious or instructive.

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A book should be a thing of joy which, because of the beauty of its style, the inherent interest of the subject-matter, or its ability to transport the child into the land of make-believe, quickens the imagination and stimulates the desire for *imitation*. Book friends and book heroes are as real to the children as those of flesh and blood. We must therefore people the child's mental realm with those that are wholly worthy of love, loyalty, and emulation. Avoid as a plague that "modernism" which filches from the child his God and his Heroes.

A book should be accurate and true (if it is a subject dealing with facts), high-minded, reverent, fearless, and clean.

A book should be well illustrated. The illustrations, moreover, should be simple and beautiful, well drawn, and should conform to recognized standards of refined or vigorous art. The book should be well printed on good paper, with strong, attractive binding. See to it that books such as these are many and ever-present in the child's life environment.

What It Should Not Be

A book should not be tawdry or ephemeral, flippant, irreverent, cruel, deceptive, vulgar, or wickedly mischievous.

A book should not be illustrated in confusing, ultra-modern, or decadent style. Pictures should especially be free from suggestion of fear, violence, or vulgarity.

A book should not be selected without endeavoring to choose among the different editions the maximum of quality, not only in the character of the book but in the general make-up. Learn to know and throw out the *wrong* book.

The mental vocabulary of a child is a vocabulary of sense, emotion, and imaginative experience. Do we impose upon his

vocabulary that of the vulgar, slipshod, and carelessly selected book influence?

Negative

The wrong books impress the following negative qualities upon the child's mind:

Common tastes, lack of reverence, unrefined comprehensions, dishonest standards, disorderly mental operations, over-stimulation, lack of continuity, uninformed and unstabilized ideals and *vulgar* mental processes.

Constructive—Positive

In contrast, the right books impress the following finer qualities of spirit, mind, and character:

- A (1) Moral tone and standards
 - (2) Reverence
 - (3) High sense of honor
 - (4) Chivalry
 - (5) Cultural mental background
- B (1) Higher and finer ambitions
 - (2) Mental stability
 - (3) Broad basic judgments
 - (4) Fine standards of human and life relationships
 - (5) Normal patriotism
- C (1) Wholesome imagination and sympathies
 - (2) Refined appreciations
 - (3) Instinctive good taste
 - (4) Intelligent patience
 - (5) Clean sense of humor

We should avoid the endless groups of *series books*, which may and should be called "narcotic" reading. In themselves they are not all bad in tone or intentionally so in effect, but the child's books should be as different in character as the individuals in life whom he meets, and we should be

as careful in guiding our children to the selection of the right book friends as we are in their selection of playmates and daily comrades.

The "Safety Sixty"

As a guide to an absolutely safe selection of good books that are formative of the character and ideals of our children, I am listing what I call "*The Safety Sixty*." We all know that there are more than sixty right book friends, but let us start rightly with a few. After the titles of books selected I have corresponding letters and numerals, with the purpose of relating concrete influences to specific books.

I should add that many books I have named must be *read* to the child under eight; the list is primarily arranged for older children. Thoughtful parents are the best judges of the books suitable for the ages and temperaments of their children.

The sixty books given on the opposite page have been "*character analyzed*" and listed accordingly as good *mental comrades* for the child. My analysis is arbitrary and personal, but I ask you to study it and judge for yourselves whether it is a *right* guide to the selection of good book friends.

The *letter* and *numbers* of the "analysis" column correspond to those under the "constructive-positive" grouping. The specific influence of each book is there given in brief.

For example:—Hawthorne's "*Wonder Book*" serves to influence the young mind to—A (5)—*A cultural mental background*; C (1)—*Wholesome imagination and sympathies*; C (3)—*Instinctive good taste*.

In this way, "The Safety Sixty" are given their constructive value and character analysis, for the guidance of thoughtful parents and the good of their children.

	Author	Title	Analysis
1.	AESOP	<i>Fables</i>	A 1, 5; B 2; C 1
2.	ALCOTT	<i>Little Women</i>	A 5; B 4; C 4
3.	ANDERSEN	<i>Fairy Tales</i>	A 5; C 1, 2
4.	BARRIE	<i>Peter and Wendy</i>	A 5; C 1, 2, 3, 5
5.	BENNETT	<i>Master Skylark</i>	A 1, 3, 5; B 4
6.	BLACKMORE	<i>Lorna Doone</i>	A 1, 2, 3, 5; B 2, 3, 4
7.	BROWN	<i>Book of Saints and Friendly Beasts</i>	A 1, 2, 5; B 4; C 1
8.	BUNYAN	<i>Pilgrim's Progress</i>	A 1, 2, 3, 5; B 2, 4; C 1, 2
9.	CARROLL	<i>Alice in Wonderland</i>	A 5; C 1, 2, 5
10.	CARROLL	<i>Through the Looking- Glass</i>	A 5; C 1, 2, 5
11.	CHURCH	<i>Iliad</i>	A 5; B 1, 2; C 1, 2
12.	CHURCH	<i>Odyssey</i>	A 5; B 1, 2; C 1, 2
13.	COLLODI	<i>Pinocchio</i>	A 1, 5; B 2, 4; C 1, 2
14.	COOPER	<i>Last of the Mohicans</i>	A 5; B 2, 4; C 4
15.	DANA	<i>Two Years Before the Mast</i>	A 1, 3, 5; B 2, 5; C 2, 4
16.	DEFOE	<i>Robinson Crusoe</i>	A 1, 2, 5; B 2; C 1, 4
17.	DICKENS	<i>David Copperfield</i>	A 5; B 4; C 2, 5
18.	DICKENS	<i>Cricket on the Hearth</i>	A 5; B 4; C 1, 2
19.	DODGE	<i>Hans Brinker</i>	A 1, 2, 5; B 4; C 2, 4
20.	DOYLE	<i>The White Company</i>	A 1, 3, 4; B 1, 2, 4, 5
21.	FABRE	<i>Story Book of Science</i>	A 2, 5; B 2, 4; C 1, 2
22.	FIELD	<i>Poems of Childhood</i>	A 5; B 2, 4; C 1, 2, 5
23.	HARRIS	<i>Uncle Remus and His Sayings</i>	A 5; B 3, 4; C 1, 2, 5
24.	HALE	<i>Man Without a Country</i>	A 1, 2, 3, 5; B 2, 4, 5; C 1
25.	HAWTHORNE	<i>Wonder Book and Tanglewood Tales</i>	A 5; C 1, 3
26.	HUGHES	<i>Tom Brown's School Days</i>	A 2, 3, 5; B 1, 2, 4; C 4
27.	INGELOW	<i>Mopsa the Fairy</i>	A 5; C 1, 2
28.	KIPLING	<i>Captains Courageous</i>	A 1, 5; B 1, 2, 4; C 4, 5
29.	KIPLING	<i>Jungle Book (First)</i>	A 5; B 2, 4; C 1, 2, 4, 5
30.	KIPLING	<i>Jungle Book (Second)</i>	A 5; B 2, 4; C 1, 2, 4, 5
31.	KIPLING	<i>Just So Stories</i>	A 5; B 3, 4; C 1, 2, 3, 5
32.	KIPLING	<i>Kim</i>	A 1, 2, 5; B 1, 3, 4; C 1, 3, 4
33.	KINGSLEY	<i>Water Babies</i>	A 5; B 4; C 1, 2
34.	KINGSLEY	<i>Westward Ho!</i>	A 3, 5; B 1, 2, 4, 5; C 4
35.	LAMB	<i>Tales from Shakespeare</i>	A 5; B 2, 4; C 1, 2, 5
36.	LANIER	<i>Knightly Legends of Wales</i>	A 1, 3, 4, 5; B 1, 2, 5; C 2
37.	LEAR	<i>Complete Nonsense Book</i>	A 5; B 2; C 1, 2, 3, 5
38.	LYTTON	<i>Last Days of Pompeii</i>	A 1, 5; B 1, 4; C 2, 4
39.	LAGERLOF	<i>Adventures of Nils</i>	A 2; B 2, 3, 4; C 1, 3, 4
40.	PALGRAVE	<i>Golden Treasury</i>	A 1, 2, 3, 5; B 2, 3, C 1, 2, 3
41.	PORTER	<i>Scottish Chiefs</i>	A 1, 2, 3, 4, 5; B 1, 2, 5; C 1
42.	PYLE	<i>Merry Adventures of Robin Hood</i>	A 3, 4, 5; B 4; C 1, 2, 5
43.	PYLE	<i>King Arthur</i>	A 1, 3, 4, 5; B 1, 2, 5; C 1, 2, 4
44.	PYLE	<i>Men of Iron</i>	A 1, 3, 4, 5; B 1, 2, 5; C 1, 2, 4
45.	RUSKIN	<i>King of the Golden River</i>	A 1, 3, 5; B 4; C 1
46.	SCOTT	<i>Ivanhoe</i>	A 1, 2, 3, 4, 5; B 1, 2, 5; C 2, 4

	Author	Title	Analysis
47.	SCOTT	<i>Quentin Durward</i>	A 1, 2, 3, 4, 5; B 1, 2, 5; C 2, 4
48.	SETON	<i>Wild Animals I Have Known</i>	A 2; B 3, 4; C 1, 2
49.	SEWELL	<i>Black Beauty</i>	B 2, 3, 4; C 1, 2
50.	STEVENSON	<i>Treasure Island</i>	A 5; B 2, 3, 4; C 2, 3
51.	STEVENSON	<i>Black Arrow</i>	A 1, 3, 5; B 2, 4; C 2, 3
52.	STEVENSON	<i>Child's Garden of Verses</i>	A 5; B 2; C 1, 2, 3
53.	SWIFT	<i>Gulliver's Travels</i>	A 5; B 2, 4; C 1, 2, 4
54.	TWAIN	<i>Tom Sawyer</i>	A 5; B 3, 4; C 2, 5
55.	TWAIN	<i>Huckleberry Finn</i>	A 5; B 3, 4; C 2, 5
56.	TWAIN	<i>Prince and the Pauper</i>	A 3, 5; B 2, 4; C 2
57.	THACKERAY	<i>Rose and the Ring</i>	A 5; C 1, 2, 5
58.	WIGGIN & SMITH	<i>Arabian Nights</i>	A 5; C 1, 2
59.	WYSS	<i>Swiss Family Robinson</i>	A 1, 2, 3, 5; B 2, 4; C 4
60.	VERNE	<i>Mysterious Island</i>	A 5; B 2; C 1

JOHN MARTIN

A PLAN FOR A DEMONSTRATION TEACHERS COLLEGE

Training of Creative Teachers

ALL SOUND educational reconstruction depends upon the development of a new race of teachers—teachers who, through their own creative efforts, are able to call forth in their students constructive creative leadership. The teachers college of the future has for its chief problem the selection and development of a generation of teachers very different from the typical teacher of today. This imperative need of a new type of teacher calls for radical modification of our present institutions for the training of teachers.

Purpose

Aware of this very urgent need, Teachers College, Columbia University, contemplates the establishment of a Demonstration and Experimental Teachers College in the fall of 1932. This new institution is deliberately intended to break a new way in teacher education and thus provide facilities for observation, experimentation, demonstration, and practice of college teaching in the field of professional education of teachers.

An endeavor will be made to discover and develop new methods in the field of teacher education. There is a definite intention of avoiding in this new undertaking duplication of present procedures. The curriculum will make no attempt to follow either traditional or radical patterns but will strike out with the consciousness of an urgent need of teachers to be developed and educated far beyond any of our present standards.

Curricula and Plan of Study

Defining the curriculum as the sum total of experiences through which a student passes, what then are the chief characteristics of the curriculum of the new Teachers College? The modifying forces and influences which are brought to bear upon the student and to which he reacts are the environment in which he lives, modern and ancient cultures which must be revealed to him, contact with an inspiring and cultured faculty, intimate acquaintance with children and child life, a fine appreciation of our racial heritage as found in libraries, books, and museums—all this with a plan of study and method which tend to develop the student through his own initiative and self-activity.

The curricula offered will be limited to those designed for the preparation of nursery school, elementary and secondary school teachers. The period of study will vary according to the ability of the individual student. The traditional point and credit system will be rejected, certification for teaching and graduation being based upon satisfactory examinations of both academic and professional character. In place of a quantitative requirement of hours there will be substituted a qualitative standard of attainment in terms of subjects and fields considered essential to professional education. In general, the work will vary from three to five years in residence followed by a probationary period in the field as a regularly employed member of the staff of a co-operating public school system but under the supervision of members of the staff of the college.

Faculty

The most important phase or characteristic of teachers college experience is the contact the student body has with a highly educated and broadly cultured staff. Nothing else is as important in the teachers college of the future as a group of outstanding individuals as members of the faculty who serve as spiritual and intellectual leaders to the young students in the college. The close, intimate association of student body with such a faculty is absolutely essential to the awakening of the young mind to its possibilities and in molding and shaping the individual and group character. While the contact of the student with modern life and library is extremely stimulating, the greatest educative factor in the teachers college is the contact of mind with mind, the conflict of the spirit of the teacher with the ripening enthusiasm of the student.

Selection of Students

"Many there have been, no doubt, exceptionally endowed in temperament and character, who, without any aid from cul-

ture, but only by a heaven-born light within their own souls, have been self-schooled in restraint and fortitude; I would even go so far as to say that natural gifts without education have more often attained to glory and virtue than education without natural gifts. Yet I do at the same time assert that when to a lofty and brilliant character is applied the moulding influence of abstract studies, the result is often inscrutably and unapproachably noble."—*Cicero*.

Fine courses and excellent faculty avail little without the proper type of student body. It is impossible to hope for fine, inspiring young teachers if the personnel of the student body is selected from those who are mediocre in talent and personality. The best training in the world will not make a fine teacher out of inferior human material. Mediocrity is today the curse of our teaching profession. It is also important for the students in the new college, that the student body itself be of a highly selected character. A student learns more from his fellows than from his teachers. The reactions of one student upon another in a very real sense is an important part of the curriculum. We might term this contact of student with student as educational living.

Rigid but sensible methods of elimination will be pursued in the selection of individuals who give promise of developing desirable leadership in the field of education. In order to secure young persons of proper qualifications, the co-operation of teachers and executives working with high school and young college students will be sought. The chief bases of selection will be sound scholarship, promise of growth in the field of education, and desirable personal qualities. These will be determined by selective entrance examinations, personal interviews, and statements from former instructors and others well acquainted with the prospective student. The student body will be chosen from a wide geographical area rather than restricted to a local area or section of the country.

Method of Study

While, as indicated, usual lectures will not be dispensed with in the new college, the greatest emphasis will be laid upon group association and group living among the students and between faculty and students. These groups must of necessity be small in order to provide that form of educative living essential to true education.

The principles of university study will be followed to allow each student to progress at a rate commensurate with his interests and abilities and to provide growth in resourcefulness and creative power. Essentially, the method will permit independent work on the part of the student in dealing with problems of individual and social living. The usual amount of classroom lecture and discussion will be reduced and supplemented by directed readings, practica and seminars for intensive study of certain problems and fields of study, general lectures of a survey character, field work including social welfare work, industrial employment, teaching, and traveling.

Education

Work in the field of education will be the central core of all curricula, the entire course being professionally treated. The study of education is conceived to be more than a consideration of the devices and techniques of teaching, or even of educational theory. As a social study *Education* includes a broad consideration of the principles and organization of educational endeavor and an intimate acquaintance with the fields of philosophy, psychology, sociology, and economics. It cross sections indeed every important phase of human activity. From this point of view Education is a composite science calling upon many other fields of knowledge for necessary materials.

Children and Child Life

Since the major professional problems of the future teacher have to do with the child, the central core of the curriculum will deal

with child nature and development. The student will be thrown into intimate contact under guidance with children in the laboratory schools, and out of this long and varied experience and scientific research in the psychology and pedagogy of child life there will develop an understanding and appreciation of the problems concerned which will be the chief foundation of the teacher's professional endeavors.

Travel and Foreign Study

Another most essential phase of the curriculum of the new college is the study of contemporary civilizations and culture. Introduced under the heading of "Nation Study" or "Study of Culture," the student will be brought directly and indirectly to an appreciation of the psychology and modes of thinking and of living of modern civilization which will enable him to act as an interpreter to the youth who will come to his classes.

Recognizing the importance of international problems, provision will be made for bringing students of the college in contact with foreign countries by means of travel and study, or by means of exchange of students between this and foreign countries. It is contemplated that during his period of preparation for teaching each student shall spend at least one or two semesters, abroad. The expense for such study will not exceed the expense for a similar period of study in New York. Even if it is not possible for every student to study abroad, those students who are able to avail themselves of this opportunity, will be granted this privilege. The chief objective of foreign study will be to acquaint the student intimately with the culture of the foreign people, so that in his teaching activity he will be able to interpret to American children the spirit of the people with whom he has lived.

Situated in the metropolitan area of New York, the new college will endeavor to utilize to the utmost a study of the community as an environmental or cultural

center. An analysis of this area presents a tremendous range of opportunities for the stimulation and orientation of young students. The day is past in all schools when education takes place within four walls. The new schools of Europe, elementary and secondary, might be defined as extending as far as the children or young people can travel. Groups are constantly under way studying at first hand the rich environment, and carrying back to their laboratories the facts discovered and the impressions received for their consideration and discussion. So in the new college for teachers, the community in which the institution is located is much more important than are the buildings in which the class work is held.

A Period in Industry

In order to understand better modern life and conditions, each student will spend one or more semesters participating in some form of industry. This work will be under the guidance of the social science division of the college and will supplement the field courses in social welfare, industry, commerce, and the like. This phase of study may represent a period of work in a factory or cotton mill, on a farm, in an office, in a department store, or in a building trade. Its purposes are to develop an effective and functional appreciation and understanding of the economic and social order as related to the problems of living and working together.

Social Education

The teacher is in a very real sense a social worker. It seems necessary, therefore, that those intending to teach should come in close contact with the activities of society that have to do with the education of boys and girls outside of school, whether these activities be of corrective or preventive nature. The curricula of the college will provide not only courses in social economy, but will look forward to affording each student active preparation in some

form of social work. This activity may take place either during the summer or during the regular academic year.

Social Life and Organization

It will be recognized that many of the essential qualities of educational leadership are best developed quite apart from active class instruction, coming from many and varied contacts and experiences. The social life of the students will accordingly be one of the most important factors in the training program and will be an integral part of the curriculum. Frequent social activities and directed trips of a cultural nature will be a regular part of the social life of the student.

Method of Organization

According to present plans the college will be opened in the fall of 1932 with a freshman class of approximately one hundred students and a junior class with the same number. All of these students will be without professional experience. The student personnel will be thus built up gradually until the enrolment is completed. The student body will be restricted to five hundred or less, depending upon circumstances. Admission will be competitive.

THOMAS ALEXANDER

This is the business of education—to know how to think, to appreciate and enjoy the best in art, literature and music, and to be tolerant, sympathetic, temperate human beings, understanding the world in which one lives.

Education is concerned with the growth of personality. It only succeeds when it instills an eagerness for the good things of life. Its job is feeding the fires of the spirit and lighting an unquenchable flame for truth and beauty.—OWEN J. ROBERTS.

"No life is complete that does not respond to the thrill of the beauty of art."

—JOSEPH WISELTIER.

LIBRARIANSHIP

LIBRARIANSHIP AS A CAREER.

LIBRARIANSHIP AS A CAREER. The librarian's chief concern is to make books and printed matter readily available to readers. The work of conducting a library therefore varies according to size and type. There are about 6,000 libraries in the United States, the largest of which is the Library of Congress with over 3,000,000 volumes and 595 trained personnel. Counties, cities, and towns usually support public libraries and often maintain itinerant branches which serve large rural sections. Universities, colleges, high schools, and even elementary schools also provide library facilities. In addition, there are Government libraries, private libraries, reference libraries, and special libraries devoted to such subjects as business, education, engineering, law, music, medicine, art, and other subjects. Because there are so many types and systems the duties of library workers have become specialized.

The *administrator* directs and manages a system, unit, or department; his staff may consist of an assistant, department heads, branch librarians, school librarians, and other administrative assistants, and he is charged with employment of personnel, control of buildings, supervision of expenditures, and other administrative work.

The *circulation librarian*, who is in charge of the loan desk and of the distribution of books, acts as consultant to readers and offers advice and guidance about the books available.

The *reference librarian* furnishes expert advice regarding books and materials which are in constant demand, and information on subjects desired, acting as consultant to readers. Source books and research material in the reference room as well as books in the stacks are made available through the reference librarian.

The *order librarian* is a trained man or woman who determines what books shall be purchased; acquisition entails careful selec-

tion, reading of book reviews, knowledge of publishers' lists, well-balanced policies in regard to percentage of books on fiction, non-fiction, and technical subjects, and similar features which determine the quality of a library. Men often choose this work.

The *cataloger* is responsible for the library catalog file and the ease with which a reader is able to find a reference. The efficiency of the system depends on the cataloger, who reads and analyzes books, both new and old, classifies them under different subjects, and prepares cards which are later typed or printed for the card file.

The *children's librarian* is a specially trained person who works in co-operation with parents and teachers, placing in the hands of the children books adapted to the cultivation of the child mind.

College librarians are usually college graduates who have received library training and are especially interested in higher education and research.

School librarians serve school pupils, and are frequently assisted in their work by the students.

Librarians are also employed to take charge of book collections in hospitals, hotels, clubs, historical organizations, corporations, and miscellaneous institutions.

The successful library worker meets people easily, is adaptable, helpful, knows books and sources, and has the broad educational background which college training develops.

OPPORTUNITIES. The demand for library school graduates still exceeds the supply. The census of 1900 listed 4,184 librarians 75 per cent. of whom were women; in 1910 there were 10,722 librarians of whom 80 per cent. were women; and in 1920 the number had increased to 15,297 of whom 88 per cent. were women. Librarianship is particularly attractive to women. The turnover among women, however, is large. Many girls who enter library employment resign a few years later to marry, although marriage does not bar them from continu-

ing in their chosen occupation. The turnover among male librarians is low; their interests are often administrative, and the positions with the highest salaries most often fall to men, although women have an equal opportunity for promotion when qualified.

The demand for school librarians is insistent particularly in the Southern States. Of the 25,000 public high schools throughout the country, only a small percentage maintain libraries, and new schools are adding librarians to their staffs annually. Public libraries need more trained workers. Graduates of library schools are readily placed by the institutional placement offices. In addition, the personnel division of the American Library Association places many graduates of accredited schools.

COMPENSATION. Librarians usually work from 39 to 44 hours per week with an average of 41 hours on duty; they generally are given a month's vacation with pay each year. In a survey made in 1926 by the American Library Association, the salaries of library workers were studied, and found to vary with the size of the systems. In libraries with more than 100,000 volumes, the lowest beginning salary of librarians was \$2,400, and of assistant librarians \$1,650, while the average beginning salary of heads of departments or divisions was \$1,734, of branch librarians \$1,525, and of general, junior or senior assistants \$925 annually. The highest maximum salaries varied from \$2,520 to \$10,000 per year. In libraries of 50,000 to 100,000 volumes the lowest beginning salary of librarian was \$1,560, of assistant librarian \$1,200, while the average beginning salary of department heads was \$1,393, of branch librarians \$1,274, and of general assistants \$820. In libraries of 20,000 to 50,000 volumes the average maximum salary for librarian was \$1,951, of assistant librarian \$1,290, while the average beginning salary of department heads was \$1,263, of branch librarians \$1,140, and of general assistants \$749. In 172

libraries reporting fewer than 20,000 volumes, salaries of assistants varied up to \$1,500. Beginning salaries for graduates of library schools range from \$1,800 to \$2,200.

TRAINING. In 1887, when the first library school was established at Columbia University, professional training was not a prerequisite for library work. Since then, however, many schools have been established, and courses provided in colleges and universities. Graduation from a library school is necessary for employment in the larger systems. The curricula in these schools usually cover reference work and bibliography, cataloging, classification, book selection and evaluation, history of libraries, children's work, school libraries, special and business libraries, library income and administration, library buildings, lending systems, community relations, and relations of the public library to the schools. Preliminary training should include among other subjects, courses in economics, foreign language, history, literature, psychology, science, sociology, and education. The best preparation for professional librarianship is graduation from a four-year college, and one or more years of graduate work in a library school.

THE LIBRARY SCHOOLS. There are thirty schools offering library science in the United States. Seventeen of these are accredited by the Board of Education for Librarianship of the American Library Association; these schools all offer one year curricula or more, and are classified as follows:

1. *Junior undergraduate library schools* connected with an approved library, college, or university, requiring one year of college work for entrance, and granting a certificate upon completion of one year's work.

2. *Senior undergraduate library schools* connected with an approved degree-conferring institution, requiring three years of college work for entrance, and granting a bachelor's degree upon completion of one year's work.

3. *Graduate library schools* connected with an approved degree-conferring institution, requiring a college degree for entrance, and granting a certificate for one year's work or an advanced degree, if an "advanced graduate library school" (two or more years).

These institutions are listed in the attached table which indicates approved schools (*), classification, tuitions, and enrolments in library science.

EXPENSES. The average annual tuition in the library schools is \$160; in the state universities and teachers colleges, the cost is at a minimum rate often under \$50 for students who are residents of the state in which the school is located; non-state residents pay higher rates. (In the table where two tuition rates are given, the first rate is for state residents, and the second figure is for students coming from outside of the state.) A number of scholarships and fellowships of interest to librarians are listed and described in the Fifth Annual Report of the Board of Education for Librarianship. Estimating student expenses for board at \$1 per day; for room at 50 cents per day; for laundry at \$1 per week; and for books and incidentals at \$49, a student's budget will total at least \$650 not including personal expense items:

\$160—tuition
270—board
135—room
36—laundry
49—books, etc.

—————
\$650—total excluding personal items.

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Professional Education for Librarianship. By Tse-Chien Tai. Philadelphia, Lippincott, 1925.
Training for Library Service. By Chas. C. Williamson. New York, Carnegie Corp., 1923.
Training for Librarianship. By J. H. Friedel. H. W. Wilson publishers, 1921.

WALTER J. GREENLEAF

LIBRARY SCHOOLS

1929

Tuition Enrolment

CALIFORNIA

*Library School, Los Angeles Public Library (Junior Undergraduate)	\$ 75-150	35
*Univ. of California, School of Librarianship, Berkeley (Graduate)	50-200	71
Riverside Library Service School, Riverside	25
San Jose Teachers College, Library Department, San Jose	12

DISTRICT OF COLUMBIA

George Washington Univ., Division of Library Science, Washington	210	137
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GEORGIA

*Library School, Carnegie Library, Atlanta (Graduate)...	80	32
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ILLINOIS

†Univ. of Chicago, Graduate Library School, Chicago.....	210	7
*Univ. of Illinois Library School, Urbana (Graduate)	60- 85	129

KANSAS

Kansas State Teachers College, Department of Library Science, Emporia	36- 66	12
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MASSACHUSETTS

*Simmons College School of Library Science, Boston (Grad. and Senior)	205	76
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MICHIGAN

*Univ. of Michigan, Dept. of Library Science, Ann Arbor (Grad. & Senior)	104-153	91
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MINNESOTA

Univ. of Minnesota, Division of Library Instruction, Minneapolis	60- 90	91
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MISSOURI

*St. Louis Library Schol, Public Library, St. Louis (Junior)	45- 75	37
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NEW JERSEY

*Library School, N. J. Col. for Women (Rutgers), New Brunswick (Senior)	175	7
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NEW YORK

*Columbia Univ., School of Library Service, New York City (Graduate)	316	196
N. Y. State Teachers College, Library School, Albany.....	...	36
*Pratt Institute, School of Library Science, Brooklyn (Junior)	150	27
*Syracuse Univ., School of Library Science, Syracuse (Senior)	255	32
Univ. of Buffalo, Library Science Course, Buffalo	350	41

NORTH CAROLINA		
North Carolina College for Women, Library School, Greensboro	45	25
OHIO		
*Western Reserve Univ., Sch. of Library Service, Cleveland (Grad. and Junior)	210	82
OKLAHOMA		
Univ. of Oklahoma, School of Library Science, Norman....	0- 50	..
PENNSYLVANIA		
*Carnegie Institute, Carnegie Library School, Pittsburgh (Junior)	107	45
*Drexel Institute, School of Library Science, Philadelphia (Graduate)	205	40
TENNESSEE		
George Peabody College, Library School, Nashville.....	208	29
Univ. of Tennessee, Library School, Knoxville	45-126	..
TEXAS		
College of Industrial Arts (Women), Dept. Library Science, Denton	30	14
VIRGINIA		
*Hampton Institute, Library School (Colored), Hampton (Junior)	118	8
WASHINGTON		
*Univ. of Washington, Library School, Seattle (Senior).....	65-165	50
WISCONSIN		
*Univ. of Wisconsin, Library School, Madison (Junior)...	67-107	42
*Schools conforming to minimum standards of the Board of Education for Librarianship.		
†Only graduates of library schools admitted.		

America must guard against becoming a nation of listeners. There will never be a time when the radio and the phonograph can take the place of the actual production of music by our children.

—PETER W. DYKEMA.

You'll find that education is about the only thing lying around loose in this world, and that it's about the only thing that a fellow can have as much of as he's willing to haul away. Everything else is screwed down tight and the screwdriver is lost.

—GEORGE HORACE LORIMER.

CLASSICAL PAINTINGS IN LONDON

IT OCCURRED to me while viewing the wonderful paintings in the different art galleries of London that a list of the classical paintings to be found there would be of considerable interest to every classically-minded person. The paintings of the National Gallery have been divided into three classes. Since the Tate Gallery has considerable classical sculpture, I have added that to the list of paintings. Only those pictures that can be seen at Hampton Court are listed. Many have been removed from exhibition in order to allow for the better display of better pictures. However, students who present their cards to the Superintendent will be allowed to see them whenever possible.

NATIONAL GALLERY

French, Spanish, and British Schools:

Boucher—

Pan and Syrinx

Claude—

Aeneas at Delos

Death of Procris

Narcissus and Echo

Ingres—

Oedipus and the Sphinx

N. Poussin—

Bacchanalian Dance

Bacchanalian Festival

Cephalus and Aurora

Nursing of Bacchus

Venus Surprised by Satyrs

Prud'hon—

Clotho

Reynolds—

The Graces Decorating Hymen

Turner—

Agrippina with Ashes of Germanicus

Ulysses Deriding Polyphemus

Velazquez—

Venus and Cupid

Wilson—
 Hadrian's Villa
 Lake Avernus
 Villa of Maecenas

Italian Schools:

Botticelli—
 Mars and Venus
 Bronzino—
 Venus, Cupid, Folly and Time
 Carracci—
 Bacchus Playing to Silenus
 Silenus Gathering Grapes
 Correggio—
 Mercury Instructing Cupid
 Dosso Dossi—
 Muse Inspiring a Court Poet
 Garafalo—
 Sacrifice to Ceres
 Genga—
 Coriolanus
 Liberale—
 Death of Dido
 Mantegna—
 Triumph of Scipio
 Michelangelo—
 Leda and the Swan
 Palma Vecchio—
 Flora
 School of Palma—
 Nymphs and Shepherds
 Piero di Cosimo—
 Death of Procris
 Pintoricchio—
 Penelope and the Suitors
 Pollaiuolo—
 Apollo and Daphne
 Porta—
 Justice
 Roselli—
 Amor and Castitas
 Tiepolo—
 The Building of the Trojan Horse
 The Procession of the Trojan Horse

Tintoretto—
 Origin of the Milky Way

Titian—
 Bacchus and Ariadne
 Venus and Adonis

Veronese—
 Family of Darius before Alexander

Flemish, Dutch, and German Schools:

Brueghel II—
 Pan and Syrinx
 Van Dyck—
 The Emperor Theodosius and St.
 Ambrose
 Lys—
 Mercury and Argus
 Rembrandt
 Diana Bathing
 Rubens—
 Judgment of Paris
 Rape of the Sabines
 Triumph of Silenus

WALLACE COLLECTION

Boucher—
 Jove, as Diana, and Callisto
 The Birth of Venus
 The Visit of Venus to Vulcan
 Venus, Mars, and Vulcan
 Venus and Cupid with Doves
 Cupid a Captive
 The Judgment of Paris
 Shepherdesses with Sporting Loves
 Mercury Confiding the Infant Bacchus
 to the Nymphs
 The Rape of Europa
 Cupids at Play
 Cupids Asleep
 The Rising of the Sun
 The Setting of the Sun
 The Muse Clio
 Nymphs and Cupids with Musical
 Emblems
 Couture—
 A Roman Feast
 Timon of Athens

- Decamps—
The Roman Compagna
- Diaz—
Venus Disarming Cupid
- Greuze—
The Votive Offering to Cupid
Flying Cupid with a Torch
Psyche
- Jordaens—
The Riches of Autumn
- Morilhot—
The Erechtheum, Athens
- G. Poussin—
The Falls of Tivoli
- N. Poussin—
A Dance to the Music of Time
- Prud'hon—
The Zephyr
Venus and Adonis
- S. Rosa—
River Scene with Apollo and the Sibyl
- Rubens—
Defeat and Death of Maxentius
- Titian—
Cupid Complains to Venus
Perseus and Andromeda
- TATE GALLERY
- Blake—
Homer and the Ancient Poets
Cerberus
Plutus
The Wood of the Self-Murderers
Teach these Souls to Fly
- Burne-Jones—
Sisyphus
Tantalus
The Story of Perseus
- Crane—
The Renaissance of Venus
- Cruikshank—
Worship of Bacchus
- Draper—
The Lament for Icarus
- Etty—
Pandora crowned by the Seasons
Venus and Cupid
- Furse—
Diana of the Uplands
- Fuseli—
The Bark of Charon
- Hilton—
Cupid Disarmed
Diana at the Bath
- Landseer—
Alexander and Diogenes
- Legros—
Cupid and Psyche
Helios and Rhodos
- Martin (John)—
The Destruction of Pompeii and Her-
culaneum
- Morley—
Apollo and Marsyas
- Poynter—
A Visit to Aesculapius
- Rackham—
The Dance in Cupid's Alley
- Reynolds—
The Graces decorating Hymen
- Ricketts—
Daphnis and Chloe
- Shee—
Infant Bacchus
- Singleton—
Manto and Tiresias
- Steer—
Toilet of Venus
- Stevens—
Centaur and Triton
Battle of Lapithae
Pluto and Proserpine
Aeneas and Anchises
- Stothard—
A Greek Vintage
Cupid bound by Nymphs
Diana and her Nymphs bathing
Intemperance: Mark Antony and
Cleopatra

Nymphs discover the Narcissus
 Nymphs and Satyrs
 A Nymph sleeping
 Cupids preparing for the Chase
 Strudwick—
 A Golden Thread
 Swynnerton—
 Oreads
 Walker (Ethel)—
 Nausicaa
 Watts—
 Psyche
 The Minotaur
 Clytie
 Echo
 West (Benjamin)—
 Pylades and Orestes brought as Vic-
 times before Iphigenia
 Cleombrotus ordered into Banishment
 by Leonidas II, King of Sparta
 Portrait of a Lady as Hebe
 Wilson—
 Ruins of the Villa of Maecenas, Tivoli
 Destruction of Niobe's Children
 TATE GALLERY (*Sculpture*)
 Armstead—
 Hero and Leander
 Banks—
 Thetis and her Nymphs rising from the
 Sea to comfort Achilles for the
 Loss of Briseis
 Bates—
 Pandora
 Fehr—
 The Rescue of Andromeda
 Gilbert—
 Eros
 Lawes-Witterange—
 Dirce
 Mackennal—
 Diana
 Parker—
 Ariadne
 Pegram—
 Sibylla Fatidica

Pomeroy—
 Dionysos
 Ricketts—
 Orpheus and Eurydice
 Thomas (J. Havard)—
 Thyrsis
 Thornycroft—
 Teucer
 Turner (Alfred)—
 Psyche
 Wood—
 Psyche
 HAMPTON COURT
 Allori, Alessandro—
 Venus and Cupid
 Balestra—
 Achilles Presented to Cheiron
 Bloemart—
 The Wedding of Psyche
 Bonifazio di Pitati—
 Diana and Actaeon
 Bordone—
 Venus, Mars and Cupid
 Bray—
 Cleopatra Dissolving the Pearl
 Caldara—
 Cupids with Swans
 Cupids Hauling in a Boat
 A Nymph, Cupids and Satyrs
 Cupids and Goats
 Cupids with Malletts and Balls
 Psyche on the Rock
 Caliarì—
 Venus, Mars, and Cupid
 Diana and Actaeon
 Canaletto—
 The Colosseum
 Cranach—
 Judgment of Paris
 Dietrich—
 Nymphs Bathing
 Dyck—
 Cupid and Psyche
 Elsheimer—
 A Witch with Cupids

Floris—
 The Story of Argus
 Gennari—
 Timon of Athens
 Gentileschi—
 Sleeping Cupid
 A Sybil
 Giordano—
 The Story of Psyche
 Pan and Syrinx
 Polyphemus and Galatea
 Bacchus and Ariadne
 Hero and Leander
 Diana and Actaeon
 Lazzarini—
 Cupid and Psyche
 Liberi—
 A Nymph and a Goddess
 Three Nymphs
 Luini—
 Flora
 Mantegna—
 The Triumph of Julius Caesar
 1. The Picture Bearers
 2. The Triumphal Car
 3. The Litter Bearers
 3. The Vase Bearer
 5. The Elephants
 6. The Corselet Bearers
 7. The Captives
 8. The Musicians
 9. Caesar's Chariot
 Michelangelo School—
 Venus and Cupid
 Rape of Ganymede
 Palma Vecchio—
 A Sibyl
 Pietro da Cortona—
 Augustus and the Sibyl
 Poelenburgh—
 Nymphs and Satyrs Dancing
 Diana and her Nymphs
 Ricci—
 The Continnence of Scipio

Romano, School of—
 Chiron and Achilles
 Rape of Europa
 Sacrifice to Jupiter
 Burning of Rome
 Birth of Jupiter
 Fortune on a Shell Oared by Tritons
 Roman Emperor on Horseback
 Nursing of Jupiter
 Jupiter and Juno Taking Possession of Heaven
 Rottenhamer—
 Judgment of Paris
 Destruction of the Children of Niobe
 Rubens—
 Meleager and Atalanta
 Russell—
 Queen Thamyris Receiving the Head of Cyrus
 Schiavone—
 Judgment of Midas
 Tintoretto—
 The Muses
 Zuccaro—
 The Calumny of Appelles

JOHN A. SAWHILL

GENERAL SCIENCE

He was instructing a class of boys about the circulation of the blood and to make sure that they understood him, he said, "Can you tell me why it is that if I stood on my head, the blood would rush to my head, and yet when I stand on my feet, there is no rush of blood to the feet?"

Then a small boy answered, "It is because your feet are not empty, sir."

AND HELPED BY TWO BANKS

First Student: "I wish I could be like the river."

Second Student: "Like the river? In what way?"

First Student: "Stay in my bed, and yet follow my course!"

LIBRARIES IN ACCREDITED HIGH SCHOOLS OF VIRGINIA, 1930-31

THE annual report for the library was requested from the principals of 401 accredited four-year high schools. More or less complete reports were received from 388 high schools, or ninety-six per cent. of the total number. A library report was not received from thirteen schools, because four were consolidated, five burned, three dropped from the accredited list and one did not have a library.

There were 335 library rooms of 200 different sizes in 388 high schools. The size of the rooms ranged from four by twelve feet to fifty by sixty feet. The auditorium, office, or a classroom was used for the school library when a special library room was not available in fifty-three schools. The library was always accessible in fifty per cent. of the schools. There were 933 tables or an average of only two tables and seventeen chairs to each school. Two hundred and eighty-three library rooms were provided with open shelves, the books were kept in cases in seventy-seven rooms and reports failed to show kind of shelves used in twenty-eight rooms. Loan desks were used in 148 libraries. There were 195 magazine racks, 255 bulletin boards, and 250 catalog cases in the libraries of these 388 schools.

Sixty per cent. of the libraries received 421 daily newspapers. Forty per cent. of the school libraries did not receive any daily newspaper. The number of subscriptions to a daily newspaper ranged from one to fifteen with two as an average. Eighty-five per cent. of the school libraries received 2,221 periodicals. Fifteen per cent. of the school libraries did not receive any periodicals. The number of subscriptions to periodicals ranged from one to sixty with seven as an average. Sixteen per cent. of the libraries did not own a standard unabridged dictionary. The total number of

books was 345,576 or an average of 890 in each library. These books were classified in percentages as follows: Reference fifteen; science and practical arts ten; standard literature fifty-two; history, biography, geography, and travel nineteen; physical and health education two; and guidance two. The books were classified in 302 libraries; accessioned in 258; labeled or marked in 350. Books were lent to people living in the community by 163 libraries.

The libraries were in charge of thirty-three full-time and 303 teacher-librarians, an average of three periods daily for each high school. A six weeks' course in library science has been completed by 104 librarians. One thousand one hundred and twelve students assisted with the library work. This is an average of three student assistants for each library. Student assistants were selected from each class in ninety-one high schools.

School boards appropriated fifty cents per high school student per year for books, periodicals, etc., exclusive of salaries in 142 libraries or thirty-seven per cent. of the high schools. The total amount spent for books for the high school departments was \$38,348.80, which is an average of \$98.84 for each library.

Twelve lessons in the use of the library were given in seventy high schools to 4,014 students.

Some of the greatest needs indicated by the above data are:

1. Library rooms fitted up with satisfactory equipment which are always accessible to the student in all accredited high schools.

2. A standard unabridged dictionary of recent date in all libraries, a foreign language dictionary when the language is taught in the school, and a larger number of books in science, practical arts, history, biography, geography and travel, physical and health education, current literature and guidance.

3. Better trained librarians employed

under contracts which require close supervision of student assistants and more time to be spent in library work.

4. A definite annual appropriation for high school libraries in the local budget of each school division and a state school library fund large enough to grant all local requests for state aid.

5. A required course of at least twelve lessons in the use of the library to be taught in the first year of all high schools.

6. Better organization and administration is needed in many of the libraries.

C. W. DICKINSON, JR.

CURRICULUM REVISION

The development of plans for a complete state-wide curriculum revision program in the elementary and high schools of the state marks a new era in the history of public education in Virginia. The fact that the public schools of the state are to have a course of study more in keeping with modern needs is of tremendous importance, but perhaps this is not the most important aspect of this program. The wide-spread professional stimulation and growth of classroom teachers, supervisors, superintendents, college administrators and professors resulting from a serious study during the next three years of curriculum problems with all implications involved gives promise of the finest outcomes for public education in Virginia. The fact that every teacher in the state will face the challenge of finding more positive justification for much that is now being done in the classroom is perhaps the crux of the program. *This program as tentatively set up provides opportunity for 100% teacher participation.*

Many differences of opinion may exist as to the aims of education, but most of us can agree that fundamentally one of the larger aims is to help the individual to help himself grow aright; to form more worthy purposes and to achieve those purposes

more efficiently. Much of this growth process takes place in the classroom and what is taught and how this is taught are of primary importance if the aims of education are to be achieved. The curriculum deals with this process. The classroom teacher by reason of her daily contact with the child is to have an important function in this revision program.

General Plan of Revision Program

The general plan for executing the Revision Program of the public schools of Virginia will continue for three years. The first year will be devoted to preparation through reading and study; the second year to curriculum production; the third year will be devoted to the completion of production and to trial and testing of materials before the curriculum produced is put into general use in the schools.

One of the larger problems confronting those charged with the direction of this Revision Program is the means whereby superintendents, principals, supervisors, and teachers may have the opportunity for studying the available materials on the various approaches to the curriculum together with the theories and practices regarding curriculum construction. In order to provide the opportunity for preparation for the task ahead curriculum study groups are now being organized throughout the state.

Late in the spring of 1932 a meeting composed of the members of the executive committee, subject matter chairman, advisory chairman, and many production committee members and lay citizens will be called. At this meeting plans for immediate curriculum construction will be launched.

SIDNEY B. HALL

CAUSTICALLY SPEAKING!

Spelling Teacher—John, use "cauterize" in a sentence.

John—I knew she was mine the moment I caught her eyes.

SUGGESTIONS FOR AMERICAN EDUCATION WEEK

I. *What State Departments of Education Can Do*

(1) Take the lead in developing a state-wide program which will unite all the forces of the state.

(2) Print and distribute to local schools outlines of suggested programs.

(3) Issue bulletins of school facts important in their states.

(4) Release school news stories to newspapers and press associations.

(5) Prepare radio programs for state-wide broadcasts.

(6) Invite the governor of the state to designate the Week by proclamation.

II. *What Teachers Can Do*

(1) Visit the homes of the pupils.

(2) Exhibit and demonstrate school work.

(3) Serve on committees.

(4) Speak before community organizations.

(5) Correlate topics of American Education Week with class work.

III. *What City and County Superintendents Can Do*

(1) Take the lead in developing a city or countywide program.

(2) Address the teachers in advance on the purposes of American Education Week.

(3) Arrange with the Board of Education to take official action approving the observance of the Week.

(4) Appoint members of committees or arrange with other officials or organizations to do so.

(5) Make addresses before local organizations.

(6) Give interviews to newspaper men.

(7) Write letters to local organizations inviting them to participate in the program.

(8) Co-ordinate through his office all plans for the Week.

(9) Send special bulletins to building principals and teachers with suggestions for the program.

(10) Speak before school assemblies during the Week.

(11) Invite the co-operation of local newspaper editors and radio managers.

(12) Publish for distribution to citizens a booklet on "Hometown Education Facts."

(13) Conduct a local self survey of the needs and achievements of the schools. (See "A Self-Survey Plan for State School Systems," NEA Research Bulletin 8, Nos. 2 and 3.)

(14) Enlist the co-operation of the city government, chamber of commerce, etc.

(15) Request the mayor of the city to issue a proclamation designating American Education Week for local observance.

IV. *What the Principal Can Do*

(1) Arrange for committees from the school to co-operate with general committees.

(2) Address the faculty upon the benefits which the individual school will derive from an American Education Week observance.

(3) Provide reference books, pamphlets, etc., constituting a special library on American Education Week for all workers.

(4) Introduce into the school curriculum a course teaching the history, the purpose and the achievements of the schools.

(5) Address organizations, public gatherings, etc., during the Week.

(6) Issue special invitations to parents to visit the schools.

(7) Plan with teachers for school exhibits, school nights, etc.

(8) Prepare printed or mimeographed bulletins, setting forth the aims, needs, and achievements of the schools.

(9) Invite the co-operation of the Parent Teacher Association.

(10) Plan an assembly program on the needs, aims, and achievements of the schools.

(11) Have all pupils memorize the seven cardinal objectives of education; place posters carrying statements of these in classrooms.

THE PRESIDENT'S COLUMN

THE opening of the school year of 1931-32 was a source of much gratification to the administration of the college. It was feared that the general economic condition of the state would cause a decided reduction in our student body. We find, however, that there has been no appreciable decrease in the number of students and the registration of 747 students at this time probably represents the largest registration of any woman's college in Virginia.

Faculty Appointments

The alumnae will be interested to know that Dr. Wayland has given up, for the present, active teaching at the college and is devoting his entire time to writing and research. Dr. Wayland, however, keeps actively in touch with the college and is, in reality, a member of our staff. Dr. Wayland's teaching assignment has been taken over by Dr. O. F. Frederikson, Ph. D. of the University of Kansas. Dr. Frederikson is a very able teacher and we feel certain will fill Dr. Wayland's place, as far as that is possible, in an acceptable manner.

Mrs. Annie Bailey Cook, who for a number of years was social director of girls at the State Teachers College at Hattiesburg, Miss., has taken the position of Associate Dean of Women. Mrs. Cook is an A. M. graduate of Columbia University.

Last year we had an epidemic of marriages in the college staff. Mrs. Amy Good, Assistant Dietitian; Miss Lulu Coe, Assistant Dean of Women, and Miss Alice Fowler, a member of the training school staff, were all married. The alumnae will please take note and govern themselves accordingly.

Student Teaching in the Field

Many students from Harrisonburg who have not completed the requirements for the normal professional diploma will be interested in the fact that the college is continu-

ing a practice which it began last year, namely, of allowing students to complete the requirements for student teaching while being actively engaged in teaching in the public schools. This work is being done in counties adjacent to the college that can be readily reached by the training school supervisors. Work last year was done in Rockingham County and for the present fall session is being done in the counties of Clarke and Warren.

The Alumnae Association

All alumnae are very urgently requested to attend the alumnae reception to be held in connection with the Educational Conference in Richmond at Miller and Rhoades's on Wednesday afternoon, November 25, from 4 to 5:30 p. m.

The financial condition of the college at this time has necessitated curtailment in many of our expenditures. This has come about from the necessity of defraying a large amount of the additional \$50,000 authorized by the Governor for the construction of Wilson Hall. In the sums we had to eliminate was the amount that we had tentatively provided for the salary of the alumnae secretary. This appropriation was secured from the State with the distinct promise and pledge that if it were made for two years this would be sufficient time to make the Alumnae Association self-supporting and that the appropriation would not be again asked for. The Association has not been able to place itself upon such a self-supporting basis. I am undertaking therefore to assist the local alumnae organization to put on a campaign to provide for our alumnae expenses for the current year. This is the time for every loyal alumna of the college to help the Association and the college by paying the annual dues of \$1.00. Do not fail us in this campaign.

SAMUEL P. DUKE

QUOTATION: ILLITERACY IN VIRGINIA

THE proportion of Virginia's population unable to read or write in 1930 was larger than the proportion for the entire country, and the progress made in the state toward eradicating illiteracy was less than the average for the entire nation, according to an analysis of Federal census returns just published by the University of Virginia and reported in an Associated Press dispatch to the *Baltimore Sun*.

The state was shown to rank fortieth among the states in illiteracy, and made less progress during the decade 1920-1930 than it did during the preceding decade. Moreover, the analysis says, the common explanation of a large extraneous racial element in the South does not apply so strongly in Virginia, since the Negro population is only slightly larger than for the nation at large, and the percentage of native whites is more than twice that of the entire country.

The minimum education program of the State Department of Education with an additional annual outlay of \$2,000,000, would ultimately remedy this condition, in the opinion of Dr. Sidney B. Hall, state superintendent of public instruction. The census return demonstrated, he explained, that illiteracy in the state varied almost exactly with the amount of money spent on schools. The department now expends \$6,500,000 annually.

Although six southern states rank lower than Virginia in literacy, they each have higher proportions of Negro population than does Virginia, while the other two, New Mexico and Arizona, have high percentages of Mexicans and Indians.

Eradication of Negro illiteracy has made marked progress in Virginia, however, the analysis shows, having been reduced from 30 per cent. in 1920 to 19.2 per cent. in

1930. The percentage of illiteracy among foreign-born whites, composing only 1 per cent. of the population, was so nearly in accord with the native-born that they were not separately listed.

The problem of illiteracy in Virginia is primarily a rural problem, especially intense where there is broken topography or a sparse population, the report says. The prevalence of illiteracy tapers from the open country to the larger cities, and for the larger cities, in most cases, illiteracy fell below 1 per cent. in 1930. The study pointed out that the cities through the agencies of public schools have had a marked advantage over the country in eradicating school-age illiteracy.

The state over the decade ending in 1930 reduced native white illiteracy in the age group of 10 to 20 years from 3.7 to 2.5 per cent. In urban territory this reduction was from 1 to 6 per cent. and in rural territory from 4.5 to 3.2 per cent.

In general, in Virginia native white illiteracy was found to be more prevalent in each region from east to west: Tidewater, 3.2 per cent.; Middle Virginia, 4.1 per cent.; Piedmont, 7.6; Valley, 6.2, and Mountain, 10.1 per cent.

The 1930 census demonstrated that eradication of illiteracy has been spotted and regional, and twenty-six counties showed actual increases in illiteracy from 1920 to 1930. Of this number four are in Tidewater, eight in Middle, eight in Piedmont and six in the Mountain division.

—*School and Society*.

O BEAUTIFUL FOR SPECIOUS LIES!

In a kindergarten class, flags were shown, and in answer to a question a little girl gave the response that was expected of her: "This is the flag of my country."

"And what is the name of your country?" was the next question.

"'Tis of thee," was the prompt reply.

—*Pullman News*.

THE VIRGINIA TEACHER

Published monthly, except June, July, and August, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.



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EDUCATIONAL COMMENT

GEORGE B. KEEZELL

THE death of Senator George B. Keezell on June 22 last brought a feeling of personal loss to alumnae and faculty of the State Teachers College at Harrisonburg. Senator Keezell had been identified with this institution from its very beginning.

He was president of its first board of trustees. During his long service in the Virginia legislature he had always been interested in its welfare. On May 15 he was one of the honored guests at the dedication of Wilson Hall.

It was on March 14, 1928, in observance of the twentieth anniversary of the establishment of the college, that Senator Keezell gave a complete account of the circumstances under which the college here was established. In this speech, which was published in the VIRGINIA TEACHER for May, 1928 (Vol. IX, pp. 133-140), he tells of the impassé which seemed about to block any legislative action. "It was then that I went to Governor Swanson," he wrote, "to try to enlist his aid to get the bill before the House. He asked me a question. 'Why don't you do as is frequently done in Congress: write this bill as an amendment to, and a rider on, the appropriation bill?'

I thanked the Governor for his suggestion."

Editorial comment on the large service of Senator Keezell to the entire State of Virginia appeared in all the more important newspapers of the state. Several of these are reprinted here.

GEORGE B. KEEZELL
(*Norfolk Ledger Dispatch*)

Two decade's ago when George B. Keezell, of Rockingham, "The Tall Sycamore of Cub Run," retired from the State Senate he enjoyed the reputation of knowing more about the finances of Virginia than any other one man in or out of the General Assembly. As chairman of the Finance Committee, a far more powerful body than it is today—that was before the day of the Governor's budget—he had climbed to a position of eminence after a score of years of service in the Senate, when he was the colleague of Edward Echols. William Hodges Mann, Ben T. Gunter and other leaders of that period.

A man of unusual physique, Mr. Keezell was a prominent figure at the State Capitol for forty years, although some ten years elapsed between the termination of his services in the Senate and his return to the Legislature as a member of the House of Delegates, where he served four terms retiring in 1929 to accept the appointment as county treasurer of Rockingham.

While out of the General Assembly Mr. Keezell, one of the most successful farmers in the Valley, embarked in the newspaper business at Harrisonburg and was the mainspring of what is one of the most flourishing of up-state dailies, now controlled by former Governor Byrd.

Old-timers in Virginia public affairs will recall that it was Senator Keezell who was responsible for the addition of three Normal Schools (now Teachers Colleges) to the educational system of the state. He was determined that Harrisonburg should have a Normal School, and, when confronted by rival claims of other cities, he engineered a program that co-ordinated the strength of the Southwest and Northern Neck with that of the Valley, and the institutions were established—one at Harrisonburg, another at Radford, and a third at Fredericksburg—while the Farmville school was already in existence.

While an up-state legislator, Mr. Keezell was always interested in the development of the sea-food resources of Tidewater, and for twenty years served as a member, and for a considerable time as chairman, of the Commission of Fisheries, under the set-up existing at that time. He was a friend and lieutenant of the late Senator Thomas S. Martin, and his death marks the passing of one of the few remaining men in public life whose careers began back in Readjuster days.

GEORGE B. KEEZELL—COUNTY MAN
(*Charlottesville Progress*)

George B. Keezell, who died at his home near Keezletown, in Rockingham County, stood out among Virginia's public men of two generations. In politics from the time he was able to cast his first ballot, when he was elected justice of the

peace in his native county, he remained a public figure of consequence throughout the state until the moment of his death. Unlike many men of his age, he never thought of retirement. He had fairly lived in the action and excitement of the game. That he should have answered the final summons while still in harness was the most natural thing in the world to those who had known him through the years he had been a power in Rockingham County, and in the state during his long service in the General Assembly.

Huge in stature and rugged in appearance, there was no way for Mr. Keezell to keep out of the public eye. But his mountainous figure was by no means the sole reason for more than fifty years of prominence. The lack of oratorical polish and attractive phrase-making, he substituted well with a brand of shrewdness and plain common sense that gained for him and the causes he espoused many a hard fought battle on the floors of the General Assembly. His opinions were respected with a great deal more than the thunder of his voice or his unusual physical proportions. The first was generally the result of careful and painstaking analysis; the others were natural, never over-played. He was an easy man to know and the thousands who called him "Barney" will remember that his heart was as huge as his body; that his brain, clear and scornful of petty detail, brought him to the point with astonishing directness.

Mr. Keezell was a typical "county man." His interest and influence though state-wide were always centered about his constituency. Nothing shows this better than the consistent fashion with which he was returned to office, and nothing better than that could indicate that he had accomplished almost perfectly that exceedingly difficult feat for all public men—honor in his own country and among his own people. At the age of twenty-nine, in 1883, he was elected to the State Senate where he served to 1911, resigning to become treasurer of his county. Once only was he defeated. Eight years later he was sent to the House. . . .

During his service in the Senate he became chairman of the Finance Committee and served on other important groups of that body. He was the author of the bill for the establishment of Harrisonburg Teachers College and the most potent force for its passage. He was also outstandingly identified with former Governor Byrd in the fight to defeat the bond issue movement for the construction of State highways. One of his accomplishments, also, was the inauguration of new business methods in the treasurer's office of his county, many of which have been adopted by the State Accountant.

Mr. Keezell was not a statesman, but he was a public servant of the highest worth. Editor, politician, farmer, and business man, there was little that actual experience had not taught him; little of all he knew that he did not use to advantage at a moment's notice. And withal he was a staunch friend—kindly, charitable and widely beloved.

Few have left so long and so worthy a record.

DR. DEWEY SPEAKS

Speaking in a nation-wide radio address Sunday night, October 25, Dr. John Dewey, veteran professor of philosophy at Columbia University, and author of many university texts, said:

"The sense of unsolved social problems is all about us. There are problems of crime, of regard for law, of capital, of labor, of unemployment, of stability and security, of family life, of war and peace, of international relations and co-operation—all on a larger scale than the world has seen before. Unless education prepares future citizens to deal effectively with these great questions, our civilization may collapse.

"Invention rather than custom determines the course of events. Our mechanical devices and processes have got far ahead of our capacity to plan and to enjoy—ahead of our minds, in short.

"The gaps between our machines and our ability to control them for human ends is widened because education has clung to old traditions and aims of culture in the face of the new industrial situation.

"We have altered from a population with simple political problems to one with extremely difficult and complex issues. The problem of democracy is no longer chiefly governmental and political. It is industrial and financial—economic. The depression is warning that we live in an age in which education must take on new responsibilities and come to grip with realities. The schools, like the nation, are in need of a central purpose which will create a new enthusiasm and devotion, and which will unify intellectual plans.

"In earlier days there was an aim which worked throughout the whole system. Education was a key to individual success. There was always a frontier just beyond and the pioneer advanced to take possession of it.

"This earlier purpose has lost its vitality and its meaning. Except for a favored few,

there is no longer any unbounded opportunity for advancement open to individuals. We live in an epoch of combination, consolidation, concentration. Unless these combinations are used democratically for the common good, the result will be an increasing insecurity and oppression for the mass of men and women.

"Education must cultivate the social spirit and the power to act socially. Competitive motives and methods must be abandoned for co-operative. There must be a purpose and methods which will carry over the earlier ideals of political democracy into industry and finance.

"Only in respect to methods of thought and judgment should the earlier individualistic aim be retained; there it should be intensified. The motto must be: 'Learn to act with and for others while you learn to think and to judge for yourself.'

"When the ideals of democracy are made real in our entire educational system, they will be a reality once more in our national life."

Dr. Dewey had no sympathy for those who ridicule the American faith in education.

"In their work and achievements the schools represent the most important as well as the largest undertaking of the American nation," he said. "We can search the history of the world in vain for any similar occurrence. For the first time, there is a promise that universal education will become a fact, and not a dream on paper.

"If the whole democratic enterprise to which our fathers committed the American people is a delusion, then—but then only—is our trust in education a superstitious mistake."

THE CURIOUS KIDDIES

National advertisers complain that tens of thousands of dollars are wasted annually upon school children who at the request of their teachers clip every coupon in certain assigned magazines. "You will get a great

many beautiful advertising booklets and folders," one teacher is quoted as having told her fifth-grade class. While the good will thus resulting to national advertisers must in most cases be very small from a commercial point of view, yet most of them would willingly send the descriptive booklets and folders requested providing the expenditure could be limited only to the amount of postage and cost of literature involved, since the child of today is a potential prospect of tomorrow. The situation, however, becomes more serious when inquiries are followed up by either field representatives or by dealers. Here is a definite waste of much valuable time to say nothing about the gas which is burned in making such personal calls. Many instances are reported where field representatives have travelled from twenty-five to one hundred miles or more to find that what he thought was an excellent list of prospects were only members of some elementary teacher's class in English. To meet this situation many national advertisers now request on their reply coupon the age and occupation of the inquirer. If a public school teacher desires her pupils to answer advertisements for the purpose of having them receive "a big mail" or for any purpose other than that for which the advertiser intended, she should insist upon the children filling out the coupon with reference to age and occupation so that the advertiser might know who his prospect is and thus save himself the useless expenditure of sending a personal representative in such cases. This is only business courtesy.

SOUTHERN CONFERENCE ON EDUCATION

The annual meeting of the Southern Conference on Education will be held at the University of North Carolina from November 5 to 7. The general theme will be "Education and the Economic Depression." The conference will be held in co-operation with the district meeting of the

North Carolina Education Association. Speakers who have accepted invitations are: Dr. William L. Poteat, of Wake Forest College; Professor Thomas H. Briggs and Professor Paul Monroe, of Columbia University; Dr. Albert S. Cook, commissioner of education of Maryland; President Frank P. Graham, of the University of North Carolina; Dean J. J. Doster, of the University of Alabama; Dr. Sidney B. Hall, state superintendent of public instruction of Virginia; Mr. A. T. Allen, superintendent of public instruction of North Carolina; Mr. J. H. Hope, state superintendent of education of South Carolina; Mr. M. L. Duggan, superintendent of schools of Georgia; Mr. A. F. Harman, state superintendent of education of Alabama, and J. S. Richards, secretary of the Florida Education Association.—*School and Society*.

INEQUALITIES

The children of the rural districts of Missouri are subjected to many educational inequalities in comparison to those advantages enjoyed by the girls and boys of the urban centers, it is pointed out by Charles A. Lee, State Superintendent of Schools in Missouri, in the *United States Daily*. The article reads in part:

"There are many glaring inequalities in the length of term in the rural schools. Many schools have terms of only five or six months. More than 100 rural schools have already closed, and it will be impossible for the children to receive any more instruction until after the first of July.

"All the children of this state should have the privilege of attending a good school. We have not done much in the last decade to realize this objective.

"If we believe all the boys and girls of this state should have the privilege of attending an eight or nine months' term, we should do something besides talk about it. We should inaugurate a program and carry it through.

"Such inequalities exist because we have for many years considered it to be the duty of the people of each district to educate their own children. Such a doctrine has not and will not provide a minimum length of term for all school districts.

"Boys and girls in our larger urban centers have the privilege of attending a term of ten months. Boys and girls living in some of the rural sections have the privilege of attending a term of only sixty days.

"A child attending school in one of our larger urban centers for twelve years has the privilege of attending 200 days per year or a total of 2,400 days. Compare this with the opportunity of the child who attends a school having only a three months' term—or a total of sixty days for the year.

"It would take forty years for the child in that district to have the privilege of attending school for the same number of days as he would if he lived in St. Louis or Kansas City. Surely we cannot say we have equal educational opportunity under such conditions.

"The boys and girls living in rural sections of the state have never had a square deal in education. In order to receive a high-school education they have, in many instances, had to leave home, pay their board and room rent, and their tuition. . . .

"Every person interested in the future welfare of this state should here and now resolve that he will, during the next few years, do everything within his power to see that the boys and girls living on the farm lands of Missouri shall be given a square deal in education, so that the stigma of unequal opportunities in education which we now see at every turn may be forever erased from the records."

The head and the heart are not more vitally connected than thought and virtue.

—WILLIAM ELLERY CHANNING.

THE READING TABLE

THOMAS JEFFERSON, PHILOSOPHER OF
EDUCATION

THE EDUCATIONAL WORK OF THOMAS JEFFERSON.
By Roy J. Honeywell. Cambridge: Harvard
University Press. 1931. Pp. 295. \$3.00.

The author has taken a specific and notable phase of this great and versatile man's work, lifted it from that state in which it was overshadowed by his political and social activities and reforms, and held it up to the light of day that all may see how farsighted he was in the matter of education—how zealous to secure reform in conditions as they existed. With finger upon the sore spots, he sought, in the midst of these other pursuits, to bring about remedial measures through legislative action, letters to and conversation with other men of influence, thus endeavoring to direct public opinion towards the improvements for which he was striving. Departing from the custom of his time, he advocated education for the masses, as well as for the wealthy—not only advocated it, but used his powers and energies to bring it to pass. (What might have been the story of education in Virginia had his plans carried!)

Mr. Honeywell shows why many of his plans failed; why, even after some bills passed, they did not function; why Jefferson finally left his plans for public education in primary and secondary fields and concentrated his efforts upon the materialization of the University of Virginia, which perhaps is, in truth, his monument. Also, the author gives evidence that these ideas for education came from many sources. Such men as Dupont de Nemours, Locke, and Dr. Joseph Priestley, as well as the schools of New England and of Europe, all helped to color his thinking.

The illustrations are not often seen in print. The portrait by Bass Otis shows Jefferson at quiet ease—a man about to see the fruition of a lifetime of work well done. A copy of Jefferson's plan of the University, drawn by himself and shaded by his

granddaughter, Cornelia J. Randolph, before he had determined the location of the Rotunda, a picture of the Rotunda itself in its beautiful setting, and one of his favorite pavilion, give added interest to this very delightful history.

The volume is significant because it strikes deep to the roots of public education in the South and shows how, if Jefferson could have made other men see as he saw, the history in this particular section might have been reversed. It deserves commendation in many respects, but chiefly because it shows Jefferson, the educator, as we have never seen him before.

BESSIE J. LANIER

OTHER BOOKS OF INTEREST TO TEACHERS

THE PSYCHOLOGY OF THE ELEMENTARY SCHOOL.
By Harry Grove Wheat. New York: Silver
Burdett and Company. 1931. Pp. 440. \$2.00.

The author of this book "seeks to avoid the contrast between the child and the subject" . . . For, "The subjects may become the pupil's own—his interests, his ways of thinking, his ideas. As such, they generate their own motives and lead the pupils into wider and wider fields of experience." Thus does he optimistically try to cut the Gordian knot between formal and informal education.

The book is very uneven in value. The discussion of the school program in general and that of the social studies offer no outstanding help in the solution of our current problems. But, on the other hand, the treatment of language, of reading, of spelling, of handwriting, and of arithmetic is so clear and systematic that it is an addition to the summarizing literature in those fields. Teachers attempting to set up courses of study in terms of outcomes will find these chapters teeming with fertile suggestions, for instance, his thesis that all operations of arithmetic are operations of grouping.

The questions at the close of each chapter are well planned. The bibliographies are complete, up-to-date, and carefully chosen.

KATHERINE M. ANTHONY
MODERN HIGH SCHOOL ALGEBRA, REVISED. By
Webster Wells and Walter W. Hart. Boston:
D. C. Heath & Company. 1928. Pp. 451+107.

This revision of Wells and Hart's *Modern High School Algebra* was prepared with certain definite objectives, among them an extended use of the graph as an integral part of the course. This is exceptionally valuable for students of the high school who do not expect to go to college, as it gives them some of the methods of analysis which are quite valuable.

The use of the formula as an aid to the solution of certain practical problems, especially in

computation of areas and volumes, is introduced early in the text. The function concept is introduced in various forms, which will make it easier for the student to grasp the more general theory which he gets as he continues his work in mathematics beyond the high school. Tests on fundamentals appear near the end of the book and a chapter on the trigonometry of right triangles is added. The make-up of the book is exceptionally good, and if it contains too many exercises and problems, that is the fault of many texts.

H. A. C.

TESTS AND DRILLS IN FIRST YEAR ALGEBRA. By Joseph A. Nyberg. New York: American Book Company. 1931. Pp. 176. Perforated pages.

This series of tests are intended to be given through the year as the topics are finished in class work. The tests are in pairs, A and B, covering the same ground, the B tests being intended to use chiefly as a second test for a pupil who has failed to show a reasonable score on the A test.

The tests are short but rather comprehensive, and the problems are so spaced on the paper as to give sufficient room for the solution to be placed next to the problem of exercise. The inside of the front cover is blocked out for achievement record and the inside of the back cover is ruled as co-ordinate paper with definite instructions given for the graph for the achievement record. By means of this the pupil can readily note his own progress.

H. A. C.

ELEMENTARY ALGEBRA. By Clinton A. Bergstresser and Elmer Schyler. New York: Hinds, Hayden, and Eldredge. 1930. Pp. 515.

This book attempts to give in considerable detail all the instruction necessary in an elementary course in algebra. One feature of the text is elimination of unnecessary technical words. Another is the careful distinction made between numbers and quantities. Laws and processes are stated in the order in which they are used, the pupil learning these things as they are needed. The introductory chapter covers 45 pages in which an introduction is given to a number of the methods of algebra involving, however, only positive numbers, the negative number not being introduced until the second chapter.

A chapter is given on graphs and graphic representation which will form a sort of introduction to the methods of analytic geometry. In the reader's opinion the book is marred and its size unnecessarily increased by the far too many exercises and problems included in the text. The number of these may be judged by the fact that the answer book alone which is bound with the text comprises 57 pages of closely printed material.

H. A. C.

CUMULATIVE READING RECORD. Arranged by Margaret M. Skinner. Chicago: W. Wilbur Hatfield. 1931. 50 cents per dozen; \$3.50 per hundred.

A simple 10x12 card provides spaces for thirty book reports, demanding concentration and brevity, discouraging generalities and wordiness. The card may follow the student from one teacher

to another, thus making apparent the amount and character of reading each student is doing.

C. T. L.

FIVE UNIFYING FACTORS IN AMERICAN EDUCATION. (Ninth Yearbook of the Department of Superintendence) Washington, D. C.: Department of Superintendence of the National Education Association. February, 1931. Pp. 544. \$2.00.

Like all Yearbooks of the Department, this book sets forth the results of important investigations made by specific committees, appointed to study the very definite problems designated. In this case it is the second report of the Commission on the Articulation of the Units of American Education—a report of vital interest to all concerned in the matter of education.

The problems discussed are as follows:

- I. Promotion Problems
- II. School and Community
- III. Relation of General to Professional Education of Teachers.
- IV. Finances
- V. Principles of Articulation and Functions of Units.

In the first problem, for instance, the most vexing questions perhaps are (1) How best to meet the needs of low-mentality and over-age pupils, and (2) How best to meet the needs of superior pupils. The committee recognizes these and makes suggestions for solving them. Case histories are given and differentiation of units of work are made to meet the needs of individual pupils.

Then there is the problem of the adult. How shall he make the adjustment to the ever widening changes of our civilization? Through adult education, the committee feels, lies the "hope of democracy"—the solution of many of our most difficult problems of labor, capital, etc. "It is just as necessary that the community make adjustments to assist education as it is that education adjust itself to fit the community," is the theme of this report—in other words, "co-operative inter-action of school and community."

The other problems are given equally helpful thought and suggestions.

Following the modern educational trend, emphasis is placed upon the child as the center of the school, his education being a progressive integration of all experiences—social, intellectual, physical, emotional.

Examples of inarticulation in every phase of the educative process are revealed—those due to teacher, poor methods, administration, etc. Need for better professional training for teachers and administrative officers is pointed out. Continuous revision and reconstruction of the curriculum are urged. The public needs enlightenment along every step of the way. The tables and illustrations leave one in no doubt as to the situation. The book should give strong impetus to the correction of certain faults in our school system.

B. J. L.

QUANTITATIVE ANALYSIS. By Floyd Hamilton Fish. Philadelphia: P. Blakiston's Son and Co., Inc. Pp. 120. \$1.25.

This book is well suited for a brief outline of procedure and introductory theory of quanti-

tative analysis for a beginner who does not expect to make a field of applied chemistry the major work. The reviewer does not agree with Professor Fish in many points of technic; for example this book requests the student to weigh several portions of exactly 0.2 grams of chemically pure, specially repared anhydrous Sodium Carbonate upon WATCH GLASSES. Such a procedure in the hands of a beginner requires much time, and while exact portions are being weighed, the salt hydrates. A glass-stopper weighing bottle containing the sodium carbonate, and only approximate portions weighed, and then corrected by calculations, appears more desirable.

The book is especially suited for students of agriculture, who require but limited practice and knowledge of quantitative chemical determinations for usual routine in their major field.

H. G. PICKETT

MODERN HISTORY. By Carl L. Becker. New York: Silver, Burdett and Company. 1931. Pp. 864. \$2.25.

This is a scholarly work, presented in a way well calculated to catch and to hold the interest of the high school student. The style is simple and effective. The maps and charts with which the text is well supplemented are of good quality, and the numerous illustrations are unusual and are especially well selected to enable the reader to visualize the character of the material civilization of the period under consideration. The subject matter is skilfully organized and interpreted to give meaning to the history of the last three centuries. Approximately one-half of the book is devoted to a discussion of the course of events since 1870.

O. F. F.

PERSONAL HYGIENE APPLIED. By Jesse F. Williams. Philadelphia: W. B. Saunders Co. 1931.

This popular and extensively used textbook has been completely revised and has been brought up to date by the addition of the latest information on health. The latest facts and increased illustrations make this a desirable textbook for the college student. The theme—"Live Most and Serve Best"—is stressed throughout the book.

RACHEL F. WEEMS

HEALTH THROUGH PROJECTS. By G. D. Brock. New York: A. S. Barnes & Co. 1931. Pp. 268. \$2.00.

This summary of problems and projects for pupil-health activity which also supplies the teachers with a condensed array of information for health instruction is both interesting and practical.

The projects suggested in relation to the different topics are planned to teach the pupils to "live health" unconsciously. The best methods of instruction and plan of treatment are well outlined in the introduction. Some of the topics discussed include ventilation; cleanliness and daily morning inspection; mental health; cereals and rest; pupil health organizations; teeth; correlating health with other subjects.

A health score chart for graded school pupils and a health census represent some of the practical methods of making health a part of the daily life given in the second division of the book.

This is a most usable book, especially by the teacher in the elementary grades. It also is a good textbook in hygiene in teacher-training institutions, in correlation with other books on health.

RACHEL F. WEEMS

NEWS OF THE COLLEGE

When college opened on Monday, September 21, students who had last year watched the completion of Wilson Hall and had witnessed its dedication on May 15 found its "occupation" had been completed during the summer. The administrative offices were all in use, and the routine of registration was all cared for in this building. On the second floor of Wilson classrooms have been assigned to the Education Department and to Mathematics; on the third floor are the English and Art Departments. Offices and classrooms for history, classical languages, and geography are now on the second floor of Reed, while Physical Education and French occupy the first floor, along with the Training School offices. The rooms vacated by administrative offices on the first floor of Harrison are now being used by the library, permitting much-needed expansion.

Enrolment figures compiled in the first week of the session showed a total registration of 747 students, giving Harrisonburg again this year the largest student body among the four teachers colleges of Virginia. Indeed, indications are that this is the largest student body in any Virginia college for women.

For the first time separate dormitories have been set aside for freshmen, who are now the exclusive occupants of Jackson, Ashby, and Wellington. Upper-classmen serve as presidents in these dormitories. Shenandoah has again been leased by the college, although the owners during the summer made changes in this building to provide a larger number of small apartments. On each floor are six apartments—two consisting of two rooms, kitchenette, and bath, two with two rooms and bath, and two containing one room and bath.

These arrangements have lured a number of upperclassmen, even from Johnston.

The Entertainment Series arranged by Miss Edna Shaeffer's committee has just been announced. It consists of John Gay's *Beggar's Opera* on November 5, the Shawn Dancers on January 6, Tony Sarg's Marionettes on January 18, and an elaborate musical number during the Spring Quarter. Lectures and moving pictures will also be included, among them Walter Hampden in a screen version of *Cyrano de Bergerac*.

New members of Kappa Delta Pi, national honor fraternity, have recently been announced by Alpha Chi Chapter: Dorothy Martin, Norfolk; Janet Lowrie, Cuba; Lelia Kearney, Norfolk; Lois Hines, Danville; Grace Epperson, Gladys; Mrs. Victor Campbell, Harrisonburg; and Constance MacCorkle, Old Fields, W. Va.

Initiates in the Stratford Dramatic Club this fall are Jane Maphis, Strasburg; Edna Motley, Chatham; Elizabeth Carson, Lynchburg; Janie Shaver, Harrisonburg; Jacquelyn Johnston, Harrisonburg; and Mildred Simpson, Norfolk.

To the Cotillion Club the following members have been added: Mary Cloe, Betty Bush, Elizabeth Maddox, Helen Wick, Kitty Bowen, Dorothy Williams, Grace Williams, Eleanor Wilkins, Anne Salmond, Louise Thweatt, Anne Dorries, Kitty Wherrett, and Emily Peterson.

New members of the college Glee Club are: Gladys Garth, Greenfield; Catherine Matthews, Cambridge, Md.; Allie Higgins, Guilford College, N. C.; Marian Smith, Norwood, Pa.; Pauline Perryman, Winston-Salem, N. C.; Lois Bishop, Norfolk; Anne Salmond, Charleston, W. Va.; Mary Coyner, Waynesboro; Louise Harwell, Petersburg; Genevieve Smith, Charleston, W. Va.; Minnie Baylor, Swoope; Mary Spitzer, and Elizabeth Kerr, Harrisonburg.

Membership in the literary societies includes the following: *Lanier*—Rhoda Price, Elizabeth Maddox, Eleanor Wilkins; *Lee*—Bess Rhoades, Cornelia Gilmer, Mary

Haga, Hazel Burnette, Anna L. Hawthorne; *Page*—Bernice Bowden, Christobel Childs, Sara Frances Gayle, Courtney Dickenson, Dorothy Gresham, Grace Williams, Virginia Greenwood.

On President S. P. Duke was conferred the degree of Doctor of Laws by Hampden-Sidney College at its commencement on June 10. The statement made by President Eggleston in conferring the honorary degree follows:

"A native of Franklin County, Virginia; a graduate of Randolph-Macon College, class of 1903; distinguished in his studies, in debating, in oratory, and in athletics; a teacher eminently successful, and a principal equally so; Master of Arts of Columbia University, class of 1913; at the head of list of scholarship winners in Teachers College, Columbia University, 1913; head of the Department of Education and director of the Training School at the State Teachers College at Farmville, Va., in 1914; in 1918 State Supervisor of High Schools for Virginia; under appointment of the State Board of Education since 1919, President of State Teachers College, Harrisonburg, Va.; member of Phi Beta Kappa; an educator who is fulfilling the great promise he gave upon his entrance into that field—the Board of Trustees of Hampden-Sidney College confers the degree of Doctor of Laws upon Samuel Page Duke."

ALUMNAE NOTES

ALUMNÆ ASSOCIATION OFFICERS

At the annual Alumnæ meeting last June, Mrs. Johnston Fristoe was elected president of the Association, and Mrs. Harry Garber was re-elected secretary. Other officers are Mrs. Paul Haldeman, vice-president, and Miss Mary Bosserman, treasurer.

The annual fall meeting of Harrisonburg Alumnæ will be held in Richmond, Wednesday, November 22, at Miller and Rhoads's Tea Room from four to six o'clock. All alumnæ expecting to attend will please notify Mrs. Garber.

MARRIAGES

The following alumnae have been married since the last issue of *Alumnae Notes*:

June 16, Miss Ethel Davis, daughter of Mr. and Mrs. Vernon Riddick Davis, to Mr. William Edgar Holland, at Newport News, Va.

June 24, Miss Virginia Kibler to Mr. Ezra Fox, of Washington, at Luray.

August 29, Miss Frances Lehew Cabell, daughter of Mr. and Mrs. Samuel Jordan Cabell, to Mr. Joseph Miller Jett, at Cedarville, Va.

September 12, Miss Sallie Bishop Jones, daughter of Mrs. Grace Wilson Jones, to Mr. Harry Baker Jordan, at Centenary Church, Cape Charles, Va.

September 26, Sarah Elizabeth Thompson, daughter of Mr. and Mrs. Thomas Weston Thompson, to Mr. Everett R. Tarvin, New York City.

October 3, Miss Mary Rhodes Line-weaver, daughter of Dr. and Mrs. Walter Theophilus Lineweaver, to Mr. Willoughby Newton Brown at the Presbyterian Church, Harrisonburg, Va.

PLACEMENTS OF FULL GRADUATES,
JUNE AND AUGUST, 1931*Home Economics*

Henrietta Blanton—La Crosse, Va.
Lucile Bywaters—Rosewood State Training School, Baltimore, Md.
Evelyn Click—Pittsylvania County
Kathryn Firebaugh—Washington-Lee High School, Clarendon, Va.
Virginia Gilliam—Hopewell, Va.
Sue Glover—Student Dietitian, Strong Memorial Hospital, Rochester, N. Y.
Jeanette Gore—Princess Anne, Md.
Virginia Harlin—Brownsburg, Va.
Nettie Humphries—Chatham, Va.
Inez Killinger—Student Dietitian, University Graduate Hospital, Philadelphia, Pa.
Mary Lou McFaddin—Elk Garden, Va.
Frances Matthews—Caroline County, Md.
Lois Mitchell—Besoco, W. Va.
Harriet Pearson—Chase City, Va.
Dorothy Rodes—Harpers Ferry, W. Va.
Farah Rust—Dayton, Va.
Florence Stephenson—Wakefield, Va.
Mary Watt—Franklin, Va.
Lois Winston—Hopewell, Va.

High School

Edith Andes—Augusta County

Rebecca Beverage—Amherst, Va.
Kennie Bird—Linville-Edom, Va.
Lillie Frances Blankenbaker—Stone Mountain, Ga.
Dorothy Borum—Norfolk, Va. (Norfolk County)
Mae Brown—Washington-Lee High School, Clarendon, Va.
Laura Cameron—Oakton High School, Fairfax County, Va.
Jane Campbell—Bealeton, Va.
Virginia Case—Claremont School, Surry County, Va.
Marion Cicerale—Guttenberg, N. J.
Lola Davis—Round Hill, Va.
Alice Elam—Earlsville, Va.
Jane Elliott—Washington-Lee High School, Clarendon, Va.
Jeannette Ingle—Luray, Va.
Elizabeth Jones—Disputanta, Va.
Elizabeth Kagey—Mt. Jackson, Va.
Maxine Karnes—Stanley, Va.
Sadie Longe—Shenandoah County
Alvin Lutz—Principal, Edinburg High School, Edinburg, Va.
Frances McGhee—The Hollow, Va.
Josephine McCaleb—Longdale, Va.
Shirley Miller—Charlottesville, Va.
Daisy Nash—Victoria, Va.
Mary Ann Nichols—Bealeton, Va.
Elizabeth Oakes—Gladys, Va.
Christine Long Rodes—Harrisonburg, Va.
Paul Shull—Principal, Mt. Sidney High School, Mt. Sidney, Va.
Wellford Smith—The Devereux School, Berwyn, Pa.
Frances Snyder—Roanoke, Va.
Verice Stephenson—South Norfolk, Va.
Kathleen Temple—Brunswick, Va. (Brunswick County)
Virginia Thomas—Churchland, Va.
Lillian Walker—Dan River High School, Pittsylvania County
Eleanor Wrenn—Student, Scarritt College
Elementary
Sue F. Ayres—Supervisor, Isle of Wight County
Rosa Bell—Arlington County
Sarah Ellen Bowers—Alexandria, Va.
Elizabeth Carroll—Dunlap High School, Dunlap, Va.
Nellie Cowan—Charlottesville, Va.
Estelle Crockin—Norfolk, Va.
Elizabeth Downey—Mt. Jackson, Va.
Mrs. Salome Moomaw Dobbs—Charlotte, N. C.
Virginia Drew—Richmond, Va.
Kate Dunivin—Richmond, Va.
Madeline English—Harrisonburg, Va.
Ame Garthright—Richmond, Va.
Vada V. Glick—Eastville, Va.
Delphine Hurst—Norfolk, Va.
Mayre H. Lowman—Millboro, Va.
Martha K. Moore—Monterey, Va.
Mrs. Nora Heatwole Moyers—Dayton, Va.
Elspeth Peyton—Middletown, Va.
M. Elizabeth Plank—Waynesboro, Va.
Sara Frances Ralston—Frederick County
Virginia Stark—Norfolk, Va.
Mrs. Pearl Haldeman Stickley—Stephens City, Va.
Ella Antrim Stover—Portsmouth, Va.
Anne Trott—Arlington County

PLACEMENTS OF TWO-YEAR GRADUATES—JUNE AND AUGUST, 1931

Sidney Aldhizer—Arlington County
 Alice Ashby—Hume School, Fauquier County
 Bessie Bagley—Schoolfield, Va.
 Ethel Batten—Frederick County
 Dorothy Bauer—Henrico County
 Elizabeth Biller—McLean, Va.
 Wrenn Biller—Mayland, Va.
 Rachel Brothers—Chuckatuck, Va.
 Lola Brumback—Frederick County
 Kathleen Cary—Luray, Va.
 Louise Cave—Page County
 Alice Coleman—Rockbridge County
 Ada Combs—McGaheysville, Va.
 Leona Coope—Waynesboro, Va.
 Eva Crown—Keezletown, Va.
 Elizabeth Dishman—Frederick County
 Clara B. Dove—Pittsylvania County
 Otey L. Dunford—Boonesville, Albemarle County
 Camilla Dovel—Rockingham County
 Anna Driver—Mt. Clinton, Va.
 Virginia Fugate—Dante, Va.
 Burl Feagans—Gretna, Va.
 Betty Riley Firebaugh—Botetourt County
 Mrs. W. L. Fox—Shenandoah, Va.
 Kathleen Frazier—Rappahannock County
 Geneva Getz—Shenandoah County
 Dorothy Gillie—Rappahannock County
 Evelyn Groton—Tangier Island, Va.
 Alda E. Garber—Pleasant Valley, Va.
 Helen L. Garber—Mechanicsville, Va.
 Eleanor Good—Spring Creek, Va.
 Anna Haley—Rappahannock County
 Emily Harrison—Bon Air, Va.
 Beulah Holt—Charlotte County
 Dorothy Harley—Waterford School, Loudoun County
 Rosa T. Harrison—Emporia, Va.
 Effie Hess—Dayton, Va.
 Charlotte Hillyard—Cootes Store, Va.
 Anna V. Hollar—Cedar Run, Va.
 Martha Holsinger—Green Mount, Va.
 Ethel Hoover—Timberville, Va.
 Mary V. Hoskins—Warren County, Va.
 Susie E. Hudson—Rileyville, Page County, Va.
 Gertrude E. Jones—Shenandoah County, Va.
 Mabel Johnson—Hot Springs, Va.
 Sarah Margaret Jones—Rockbridge County, Va.
 Mrs. Elsie P. Judy—Stanley, Va.
 Martha Keller—Waverly, Va.
 Thelma Kidd—Bedford County
 Elizabeth Kingsolver—Arlington County
 Madeline Leavell—Arlington County
 Virginia O. Little—Palmyra, Va.
 Mary K. Lasley—Amherst County
 Estelle LaPrade—Shenandoah, Va.
 Lillie E. Long—Rockingham County, Va.
 Sarah McCue—Augusta County, Va.
 Elsie McGee—Liberty Hill, Va.
 Janie L. McMellon—Leatherwood, Va.
 Lynden McPherson—Eagle Rock, Va.
 Hazel Marshall—Albemarle County, Va.
 Lula Mae Miller—Amherst County, Va.
 Audrey Miles—Chincoteague, Va.
 Mary V. Morgan—Mathews County, Va.
 Malinda Maupin—Albemarle County, Va.
 Nannie V. Miller—Spring Creek, Va.
 Elizabeth B. Minor—Fairfax County, Va.
 Hazel I. Moore—Rockingham County

Hattie G. Moseley—La Crosse, Va.
 Ella Mae Moseburg—Potomac, Md.
 Louise Neal—Spring Garden, Va.
 Gladys Ogden—Rockbridge County, Va.
 Rosa Owen—Prince George County, Va.
 Katherine E. Pierce—Arlington County, Va.
 Harriet Powell—Amherst County, Va.
 Hortense Poyner—Herndon, Va.
 Kate Prease—Buchanan, Va.
 Ruby Powers—Ruth, Va.
 Ruth Quisenberry—Louisa County, Va.
 Jewel Ramsey—Gretna, Va.
 Sallie Richardson—Rappahannock County, Va.
 Lois Revercomb—Madison County, Va.
 Elizabeth Ritchie—Tenth Legion, Va.
 Lucy Robinson—Warren County, Va.
 Martha Rohr—Gordonsville, Va.
 Elizabeth Russ—Tazewell, Va.
 Mrs. Esther W. Saunders—Warren County, Va.
 Katherine L. Shenk—Arlington County, Va.
 Evelyn Stultz—Rockingham County, Va.
 Lottie Swope—Dayton, Va.
 Louise Shoemaker—Bergton, Va.
 Lucy Simmons—South Hill, Va.
 Marguerite Smithy—Frederick County, Va.
 Margaret Tate—Elk Garden, Va.
 Cathleen Thompson—Frederick County, Va.
 Eileen Turner—Lynwood, Va.
 Alice Underwood—Loudoun County, Va.
 Barbara Via—Albemarle County, Va.
 Ruth Weddle—Hillsville, Va.
 Sue Wire—Loudoun County, Va.
 Mary P. Wiley—Hot Springs, Va.
 Gladys Wilson—Arlington County, Va.
 Mary S. Wine—Warren County, Va.
 Margaret Waller—Critz, Va.
 Mary Weaver—Bealeton, Va.
 Clara Belle Whaley—Lancaster County, Va.
 Loraine Wise—Bergton, Va.
 Lillian Yancey—Rockingham County, Va.

OUR CONTRIBUTORS

JOHN MARTIN is the genial editor of *John Martin's Book*, a monthly magazine devoted to the interests of children. His enthusiastic efforts are always to acquaint young readers with the best that has been written. This article is based on a contribution originally made to *The Outlook*.

THOMAS ALEXANDER, professor of education in Teachers College, Columbia University, is director of the new college which is here described. This new kind of teacher-training institution will be an undergraduate unit at the college level; it will open in September, 1932.

WALTER J. GREENLEAF is associate specialist in higher education, in the U. S. Bureau of Education, now called "Office" of Education.

JOHN A. SAWHILL is professor of Latin and Greek in the State Teachers College at Harrisonburg.

C. W. DICKINSON, JR., is a member of the staff of the State Board of Education as supervisor of libraries and textbooks.

SIDNEY B. HALL, Superintendent of Public Instruction for the State of Virginia, is also acting secretary of the Board of Education.

SAMUEL P. DUKE is president of the college at Harrisonburg.

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